

# ALGEBRA I FINAL EXAM

Directions: Choose the best answer for each question.

1. Find the difference of the polynomials.

$$(3x^2 - 2xy + y^2) - (-5x^2 + 6xy - y^2)$$

- a.  $2x^2 - 3xy$
- b.  $8x^2 - 11xy$
- c.  $2x^2 - 3xy + 2y$
- d.  $8x^2 - 8xy + 2y^2$

3. Find the product.

$$(5x - 3y)(6x + y)$$

- a.  $30x^2 + 23xy + 3y^2$
- b.  $30x^2 - 13xy - 3y^2$
- c.  $35x - xy - 4y^2$
- d.  $15x^2 - 23xy - 3y^2$

5. What property is represented below?

$$6 \cdot (3 \cdot 2) = (3 \cdot 2) \cdot 6$$

- a. commutative property
- b. identity property
- c. inverse property
- d. associative property

7. Find the roots of the quadratic function.

$$f(x) = 6x^2 - 5x - 2$$

- a.  $x = 6; x = -2$
- b.  $x = \frac{5 \pm \sqrt{13}}{2}$
- c.  $x = 1 \pm \sqrt{73}$
- d.  $x = \frac{5 \pm \sqrt{73}}{12}$

2. Which inequality best represents the graph?

- a.  $y < \frac{2}{3}x + 1$
- b.  $y \leq \frac{2}{3}x + 1$
- c.  $y \geq \frac{2}{3}x + 1$
- d.  $y < -\frac{3}{2}x + 1$



4. Jeffrey bought a collectable baseball card for \$12. If the value of the card appreciated by 9.4% each year, how much will the card be worth in 7 years?

- a. \$22.51
- b. \$112.80
- c. \$1,241.06
- d. \$39.27

6. Evaluate the expression when  $x = 2$  and  $y = -3$ .

$$3y^2 - 2(5x + 3) - 1$$

- a. 0
- b. -3
- c. 10
- d. -4

8. Find the solution to the system of linear equations below.

$$\begin{aligned} 6x - 5y &= 1 \\ y &= 2x - 1 \end{aligned}$$

- a.  $(-1, 3)$
- b.  $(1, 1)$
- c.  $(1, 2)$
- d.  $(0, 2)$

# Middle School Math Final Exam

**Harvey Charles Foyle**



## Middle School Math Final Exam:

**Resources for Preparing Middle School Mathematics Teachers** Cheryl Beaver, Laurie J. Burton, Maria Gueorguieva Gargova Fung, Klay Kruczek, 2013 Cheryl Beaver Laurie Burton Maria Fung Klay Kruczek editors Cover [Dr. Laurie's Introduction to Statistical Methods](#) Laurie Graham Dodge, 2016-09-13 First Published in 2017 In this book Dr Laurie Graham Dodge shares some important fundamentals of introductory statistics At its core statistics is a branch of mathematics It is a collection of tools that help us organize and make sense of information Unfortunately most tools are interesting only if we have an interesting use for them One of the authors major goals in writing this book is to provide you with interesting examples that illustrate many of the important uses of statistics *CHINESE PARENTS' EDUCATIONAL INVOLVEMENT—Supporting Activities—Beliefs and Context* Tongyou Zhao, 2018-01-01 *Resources in Education*, 1998 [Middle School Journal](#), 2000 **Intelligent Web-Based English Instruction in Middle Schools** Jia, Jiyou, 2014-10-31 The integration of technology into educational environments has become more prominent over the years The combination of technology and face to face interaction with instructors allows for a thorough more valuable educational experience Intelligent Web Based English Instruction in Middle Schools addresses the concerns associated with the use of computer based systems in teaching English as a foreign language proving the effectiveness and efficiency of technological integration in modern classrooms Highlighting cases based on current practices in four diverse schools this book is a vital reference source for practitioners and researchers interested in the educational benefits of educational technologies in language acquisition [Winning at Math](#) Paul D. Nolting, 2002 Every student must pass math courses to graduate Doing well in math can both increase your career choices and allow you to graduate Winning at Math will help you improve your math grades quickly and easily The format of Winning at Math has been revised to make it easier to read and it contains much more proven math study skills techniques The chapter on test anxiety has been expanded to assist students with math anxiety not just test anxiety From publisher's description *Records & Briefs New York State Appellate Division*, **Math Proofs Demystified** Stan Gibilisco, 2005-05-13 Almost every student has to study some sort of mathematical proofs whether it be in geometry trigonometry or with higher level topics In addition mathematical theorems have become an interesting course for many students outside of the mathematical arena purely for the reasoning and logic that is needed to complete them Therefore it is not uncommon to have philosophy and law students grappling with proofs This book is the perfect resource for demystifying the techniques and principles that govern the mathematical proof area and is done with the standard Demystified level questions and answers and accessibility **Math Projects** Katie DeMeulemeester, 1995 Select your classroom projects from our encyclopedia then consult this handy guidebook to help students bring them to life Includes sample student expectation assessment and parent forms [The Educational year book. \[5 issues\]](#), 1879 *Teaching for Retention* Bruce M. Mackh, 2024-10-09 This book provides actionable insights and strategies to help address the student

retention problem that has plagued higher education Designed for faculty this book reframes the common question Why do students leave and how can we fix it to What if we made sure that every student had a compelling reason to stay Drawing upon the Gallup Purdue Big Six six key experiences in undergraduate education that influence graduates well being Teaching for Retention outlines incremental action steps and strategies that every faculty member can implement on their own without seeking administrative approval or waiting for institutional initiatives This exciting book is designed for any faculty member who wants to increase students engagement in learning and motivation and ultimately support students in completing their degree programs successfully Support material includes workshop facilitator notes lesson plans presentation slides and participant workbook These materials are available at [www.routledge.com](http://www.routledge.com) 9781032811833 **tyhe educational times**

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*The Constitution of Teachers' Orientations Toward Teaching Mathematics* Lisa Lorraine Clement,1999 The goals of this study were to model one conceptually oriented teacher s images of systems of ideas and how they develop determine the stability of conceptually and calculationally oriented teaching practices and determine what conceptually and calculationally oriented teachers believe value and understand with respect to mathematics and mathematics teaching The answers to these questions involve a better understanding of teachers orientations towards mathematics teaching One conceptually oriented teacher Mark and one calculationally oriented teacher David were interviewed observed and videotaped over the course of a semester They both taught a mathematics course to prospective elementary teachers In every classroom episode analyzed Mark had a unifying idea in mathematics in mind that he wanted the students to understand That understanding included the ability to connect the unifying idea to a other mathematical concepts b mathematical procedures and c the ways that students made sense of the unifying idea other mathematical concepts and mathematical procedures These ideas and the network that relates these ideas together represent the system of ideas Mark wanted his students to develop Mark s image of how students come to develop a system of ideas compelled him to expect students to share their thinking focus on aspects of a student s thinking that were connected to the unifying idea in the system focus on the quantities in the problem rather than the values of the quantities use diagrams and explanations to help make explicit both students reasonings and the connections among each other s ways of reasoning and make their thinking about their own and each other s thinking about the mathematics an object of conversation Although Mark intended the students develop various systems of ideas throughout the semester his fundamental image of how students develop a system of ideas remained constant Over the course of the study Mark s conceptual orientation and David s calculational orientation remained stable both within and between the teaching of different mathematical topics Both instructors beliefs and

understanding about mathematics influenced their orientations toward mathematics teaching  
**Connection** ,1996

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